

**FREQUENCY OF USE, PERCEIVED USEFULNESS, AND FACTORS
AFFECTING SECOND LANGUAGE VOCABULARY STRATEGIES: A STUDY
OF JAPANESE LEARNERS**

by

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ABSTRACT

Second language vocabulary acquisition is one of the most difficult and daunting tasks a language learner has to face. The last 30 years has seen an emergence in the importance of language learning strategies in language learning in general and, by extension, vocabulary acquisition. This dissertation assesses which vocabulary learning strategies learners use and how helpful they believe them to be among three different contexts in Japan. It also examines the influence that person, task, and context have over that use and those beliefs. It first examines previous research into vocabulary size, vocabulary knowledge, and vocabulary learning strategies. Findings are then applied to some of the key findings of the study. A vocabulary learning strategy survey was used to reveal patterns of use and beliefs among the three research groups. Results indicate that the learners both use and believe to be useful strategies for vocabulary learning. A closer examination finds differences among the groups that can be directly attributed to classroom environment, motivation, and opportunities for use. The author concludes that while learners are open to strategy instruction, consideration of the person, task, and context must be taken into account when considering the amount and focus of instruction.

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CHAPTER ONE INTRODUCTION

This study investigates learner use of and belief in vocabulary learning strategies among Japanese university students and adults in three different contexts. The aims of the study were to: (a) obtain data on the most and least used strategies as well and find the strategies they find the most and least useful, and (b) to investigate what possible factors affect that use and those beliefs.

Previous research on vocabulary learning was reviewed: the amount of vocabulary a learner needs; the aspects of a word that should be learned; appropriate teaching methodology; and strategies for aiding learning. In light of this research a study proposal was adopted, a questionnaire was developed, and given out. The results of the research were analyzed and implications for vocabulary teaching in the three contexts were considered.

Goulden et. al (1990) estimated the number of word families in *Webster's Third* to be just over 113,000. Excluding proper words, compound words, abbreviations, word parts, and homographs with unrelated meanings, they reduced this number to 54,241 base words. Using a small sample of these base words, they found the average university graduate to have a highly variable average vocabulary of around 17,000 base words. This put the average of acquisition around 1,000 words per year. These numbers represent the large, daunting task the second language learner has when it comes to learning vocabulary. The task of the learner and educator then becomes one of deciding how to approach this challenge. The number of words and which words one needs to successfully communicate and comprehend in English need to be considered and may be somewhat variable among learners.

West's General Service List (1953) of the 2,000 most frequent words covers about 80% of a written text and 96% of informal spoken text (Nation, 2001, p. 144). While knowledge of these words is crucial to learning English, it is only a small foundation from which the learner needs to build. Depending on their interests and purpose for learning English, they will need knowledge of academic, technical, and low frequency vocabulary. The Academic Word List consists of 570 word families and covers around 9% of a given text. There are estimated to be around 1,000 technical words per subject area and they cover about 5% of a given text. Low frequency words are the largest group and cover only a small fraction of a given text (Nation, 1990). Though the

vocabulary from these categories cover only a small portion of any given text, they often are integral to the meaning of the text.

Thus, it becomes clear that a strategic approach to learning vocabulary is necessary, preferable, and vital for the second language learner. Vocabulary learning strategies provide learners with the tools needed to deal with the large and varied amount of vocabulary they will find both in and outside the classroom. Gaining insight into which strategies students use and how useful they find them will provide educators with a starting point from which they can bring vocabulary learning instruction into the classroom. It also has the potential to bring to the forefront some factors that might influence choice and preference of one strategy over another. The survey in this study is an attempt to discern which strategies students use, which strategies they find useful, and which factors might affect their use or nonuse.

CHAPTER 2: VOCABULARY ACQUISITION

This chapter details what knowing a word entails. There are a variety of strategies from which a learner can choose from to aid in learning vocabulary and their choices may be dependent on both the kind of word it is and the learner's purposes and preferences. In order to put these strategies into context, a deeper examination into what it means to know a word is necessary.

2.1 Vocabulary Knowledge

Nation (1990) provides a useful model of nine aspects of knowledge needed to know a word. All aspects included in the model require both receptive and productive knowledge. Receptive knowledge refers to listening or reading and retrieving a word's meaning. Productive knowledge involves expressing meaning through either the spoken or written form and being able to retrieve and produce those forms at the appropriate time. Both receptive and productive knowledge are needed to understand a word's form, meaning, and use. This section is a brief look at the nine aspects of knowing a word: what it is, what it involves, and some of the issues teachers and students need to be aware of when dealing with them. Strategies aiding in the acquisition of these aspects will be further detailed later in chapter three. It should be stressed that the model detailed below is meant to provide an overall description of word knowledge and that native speakers do not necessarily possess all of this knowledge about each word in their own vocabulary (Read,

2000,
p. 170).

Table 2.1 Nine Aspects of Word Knowledge (Nation: 2001)

| FORM | MEANING | USE |
|--------------|---------------------|-----------------------|
| Spoken Form | Form & Meaning | Grammatical Functions |
| Written Form | Concept & Referents | Collocations |
| Word Parts | Associations | Constraints on Use |

2.1.1 Form

A word's form consists of its spoken and written form as well as the parts that make up the word. Knowing a word's spoken form consists of being able to recognize and produce the word. Factors affecting the comprehension and production of the spoken form of a word include the number of syllables, initial letter, final letter, and syllabic stress. Receptively understanding the spoken form of a language poses obvious difficulties in comparison to the written form as there are no clear word boundaries (Schmitt, 2000, p. 53). Whether a syllable is strong or weak and where the strong or weak syllable occurs in the word varies both within and between languages and will affect both comprehension of the word and those that precede or follow it (Laufer, 1997, p. 143). In addition to this learners need to be familiar with the various combination of sounds allowed in English, be able to process what they hear quickly, and respond in a timely fashion (Schmitt, 2000, 53).

Knowledge of a word's orthographical form consists of both reading and writing the word. Various factors can affect the successful or unsuccessful comprehension or production of a written word. Word recognition speed, irregularities of the English spelling system, and the L1 of the learner all play a significant role. Word speed recognition is affected by the shape of the word and the positioning of the letters in a word, particularly the first letters (Schmitt, 2000, 46). The learners L1 and its distance to the orthographical system of the L2 will play a large part in how problematic spelling and comprehension is for the learner. Logographic, syllabic, and alphabetic orthographic systems all require different processing and if the learners L1 is different than that of the L2 the greater the challenge for the learner (Koda, 1997, 42).

Knowledge of a word can also involve knowing that it is made up of parts, affixes and stems, and that these can aid in inferring and recalling meaning. Affixes can be either inflectional or derivational and the irregularity of some affixes has led to the suggestion and the creation of a list guiding teachers and learners as to which affixes are easier and more difficult to learn (Nation, 2001, p. 268).

2.1.2 Meaning

Connecting a word's form and meaning refers to connecting a word's spoken form and its written form. A learner may be familiar with a word's form but have no idea of its meaning and vice versa. The stronger the connection between the two the easier and faster it will be for the learner to retrieve the meaning of a word in order to comprehend or produce it (Nation, 2001, p. 48).

Concepts and referents refers to what is included in the concept of a word and what items the concept can refer to. Schmitt (2000, p. 24) notes:

'Words, in most cases, do not have a one to one relationship with a single referent and no other. More often they have a relationship with a class or a category, more open-ended concepts.'

Aitchinson (1987) refers to these open-ended concepts as the 'fuzzy meaning' of words. In addition single words can take on many different meanings and learners and language users may deal with them using two different processes, sense selection or reference specification (Nagy, 1997, p. 66). Sense selection refers to the storage of multiple meanings for the word by the user while reference specification refers to the storage of an underlying concept for a word.

Knowledge of a word means knowing the words that have a semantic relationship with it. These relationships are of hyponymy, synonymy, antonymy, troponymy, metonymy, and entailment. Word association studies on native speakers show that these relationships evolve as learners mature (Woodrow & Lowell, 1916; Ervin, 1961; Sharpe & Cole, 1972). Studies (Meara, 1980; 1983) on second language learners, to some extent, have mirrored these results (Meara, 1980; 1983).

2.1.3 Use

Knowing how to use a word requires knowledge of grammatical functions, collocations, and constraints on use. Knowledge of grammatical functions involves knowing the part of speech of a word and how it can fit into grammatical patterns. Studies on lexical patterning have revealed how word choice can affect the grammatical construction of a sentence (Sinclair, 1987; Levelt, 1989).

Knowledge of collocations involves knowing what words or type of words occur with each other and which words must be used together. Collocations can differ in size, type, content, closeness, and range. There are regular occurring patterns of words and phrases in language and awareness and knowledge of these patterns is a significant aspect of word knowledge (Nation 2001: 56).

A difficult task in learning a word is knowing where, when, and how often it can be used, or its register and frequency. In order to know a word we must consider when and where it is appropriate to use it. Halladay (1978) provides a description of the variants involved in register: field, the content and purpose of the message; tenor, the relationship between those involved; and mode, how the message is being communicated. These three factors determine the lexical possibilities and probable choice (Read, 2000, p. 33).

2.3 Vocabulary Acquisition: Conclusion

The amount of words a learner needs to know and the knowledge required to know a word provides a great challenge to both the teacher and learner, and how this challenge is approached may significantly affect acquisition of a word. Teachers and learners must both be aware of which words are the best candidates for study and of what inherent challenges those words may present. They must also be aware that different aspects of words may be addressed and acquired at different times. Knowing a word is a process and, in most cases, will not occur in just one meeting with it. The section above clearly shows the need to provide learners with strategies to aid in and manage this process.

CHAPTER 3 VOCABULARY AND THE FOREIGN LANGUAGE LEARNER

This chapter defines and discusses the importance of language learning strategies, provides a taxonomy of vocabulary learning strategies, and reviews previous studies on vocabulary learning strategies.

3.1 Language Learning Strategies: Relevance and Use

Various definitions of what language learning strategies are have been formulated by a number of researchers and Takac (2008, p. 52) provides a useful definition using the common concepts underlying them:

‘Specific actions, behaviours, steps or techniques that learners use to improve their progress in development of their competence in the target language. ‘

In-depth research on language learning strategies began in the 1970’s with Rubin (1975) and Stern (1975) and their studies on good language learners and the strategies they employed. Since that time numerous studies have been done to find out what strategies, if any, both successful and unsuccessful learners use, how effective those strategies are, and whether or not they are trainable. General themes in the findings of the research are that successful learners use strategies more often, use a wider variety of them, and are more structured in their use of them. A closer look at some of these studies will follow later in this chapter.

Awareness of strategies and how to utilize them has the potential to help learners become more autonomous, efficient, and effective (O’Malley & Chamot, 1990, p. 169). Furthermore, they are trainable and their use over time can become automated (Takac, 2008, p. 56). When considering the size of the English vocabulary and the large variety individual learners are likely to encounter, it becomes clear just how important a role strategies can and should play in helping learners cope with and control their vocabulary learning.

It is important to note that strategy use is not immune to the complex, dynamic, and individual nature of second language acquisition. A number of factors will influence and affect which strategies learners use or don't use, and whether they find them effective or not. Gu (2003) emphasizes the importance of taking into consideration the person, task, and context when assessing any individual learner's use or lack of use of strategies. A learner's age, sex, first language, motivation, personality, and preferred learning styles in addition to the learning environment are just some of the factors that may affect a learners experience with language learning strategies.

3.2 Vocabulary Learning Strategies

Schmitt (1997) divides vocabulary learning strategies into two categories, those used for discovery of new words and those that aid in consolidating the meaning of those words. Discovery strategies are those used to ascertain a word's meaning and are further divided into two categories: determination and social. Consolidation strategies are used to aid learners in recognizing, remembering, and using words already learned and are divided into three categories: memory, cognitive, and metacognitive. The survey used in the study adopted Schmitt's taxonomy.

Since 46 strategies were included in the survey more space in the following sections was spent on those strategies which have been extensively researched and which are especially relevant to the context of the study, university and adult foreign language education in Japan. These include word parts, dictionary use, guessing from context, social strategies, grouping words, multi-word units, word cards, orthography, and repetition. What follows is a discussion of what these strategies are, how effective they are, and what learners need to know to use them

3.2.1 Determination Strategies

Determination strategies are those that the learner first uses when encountering a new word and include using the word's parts, part of speech, L1 cognates, reference materials, context, and word lists.

Using word parts to determine a word's meaning has been argued to be one of the three main ways that can help learners become more autonomous, along with guessing from context and memory techniques (Nation, 2001). Studies on the proportion of affixed words and frequency of particular affixes show how prominent a role they play in English vocabulary. Stauffer's (1942) study on 61 prefixes in Thorndike's (1932) *Teachers Word book* of 20,000 words found that 15 of those prefixes accounted for 82% of the occurrences. The frequency and usefulness of a small number of affixes suggests that learner awareness and knowledge of affixes can be a significant factor in determining a words meaning. In order to effectively use this strategy, learners must be able to recognize when a word is made of parts and what the individual parts mean.

Learning the meaning of a word through context is one of the primary ways a native speaker learns vocabulary and for a second language learner, especially in an FL context, it is possible and probable that learners encounter unknown words at a greater rate than native speakers (Nagy, 1997, p. 76). Learning from context requires learners to have a certain level of proficiency and background knowledge of the topic. The context also has to be rich enough with the easiest clues closest to the target word (Nation, 2001, p. 234).

Using context is most efficient when used in conjunction with other strategies. A study done by Fraser (1999) found that more vocabulary is retained from context when it is a cumulative process, beginning with dictionary use and followed by an L1 base word identification.. In the same study it was also found that when learners were trained in strategy use that over time the amount of ignoring decreased while their use of making inferences increased. It should also be noted that the inferences made were increasingly more appropriate after instruction. These findings agree with a view found throughout the research on strategy use. That successful learners use a wider variety of strategies and that strategies are trainable.

Guessing a word's meaning through context has been discussed above only in terms of inferring a word's meaning from the surrounding words. It should not be overlooked that contextual clues can come from a variety of clues, including pictures and gestures and that these clues can be just as instrumental in determining a words meaning.

Recent studies reveal the use of dictionaries, especially bilingual dictionaries, as the most used strategy in determining a word's meaning (Bennet, 2004; Bernardo & Gonzalez, 2009; Wu, 2005). These same studies also show that, while learners use bilingual dictionaries more frequently, they believe them to be inferior to monolingual dictionaries. This may be true, but the advantages of good bilingual dictionaries should not be overlooked. Better bilingual dictionaries, contrary to monolingual dictionaries, tailor the dictionary to users of a particular L1 taking into account any common problems of L2 learning such as known errors, false friends, and contrastive problems (Scholfield, 1997, p. 282). It should also be noted that a large number of students in Japan are now using computerized bilingual dictionaries. A recent study on Japanese university students and their use of these dictionaries found them to both technologically expedient and cognitively efficient (Loucky, 2003).

To effectively use a dictionary students need to be able to locate the word, find the right sub-entry, and relate the meaning to the context. It is possible that some students don't have any transferable skills from their L1 in using a dictionary and that even basic instruction is necessary (Scholfield, 1997, p. 300).

Other strategies found under the determination heading include checking for L1 cognates and word cards or word lists. Word lists and flash cards will be discussed in more detail in their capacity as consolidation strategies.

3.2.2 Social Strategies

Social strategies for determining a word's meaning involve interacting with a teacher and or a classmate. Students might ask a teacher for an L1 translation. This might be fast, easy, and efficient but it may not be possible depending on the teacher's mother tongue. A more productive, and maybe the only possible, option would be to ask the teacher for a synonym, a paraphrasing of the word's meaning, or to use the word in a sentence. These options would provide the learner with surrounding context to aid the learning process, as well as possible situations of use and grammatical differences. Teachers, however, must be aware of whether or not the word in question is worth class time. Issues related to the frequency of the word, the relevance of the word, and the difficulty of the word should be considered (Schmitt, 2000, p.

144).

When communicating the meaning of a word effectiveness relies on three factors. Success will depend on the skill of the speaker, the proficiency of the learner, and the presentation of the definition. It is recommended that definitions be short, clear, and simple when taught (Nation, 2001, p. 81). When providing a definition teachers may use an action, object, picture, translation, or a definition. Each of these options provides different benefits for the learner and need to be considered.

Learners might also ask a classmate or work in a group to negotiate the meaning of a word. Like native speakers, second language learners do not share the same vocabulary and can be seen as useful resources for each other in vocabulary learning. It should also be noted that there is evidence that the negotiation of meaning in groups, pairs, or with the teacher has shown positive results for not only those involved in the negotiation, but also for those observing the negotiation (Stahl & Vancil, 1986; Stahl & Clark, 1987).

The successful use of all social strategies will be dependent on the amount of opportunities the learner has, the skill of the teacher and learner, and the environment of the classroom.

3.2.3 Memory Strategies

Learners can use various strategies to aid in vocabulary recall. Some of these strategies are more manipulative and seen as involving deeper processing. They involve using imagery and pictures, linking and grouping words in various ways, chunking, and using a words orthographical or phonological form.

Using imagery to strengthen an association with a word provides an opportunity for dual encoding to occur (Nation, 2001, p.85). Dual encoding involves storing the information both linguistically and visually and thus help the learner make a stronger connection between form and meaning. Linking or grouping new words to already known L2 words is another way to aid in vocabulary retention, but teachers and learners should beware of possible negative effects of cross association when using these strategies (Schmitt 2000: 147).

Memory strategies requiring the use of aspects of word form can also be beneficial. A word's spoken and written form can both be used to aid in recall and cross-linguistic factors will determine how challenging these strategies are for the learner. Knowledge of word parts may also aid in the recall of vocabulary. Other memory strategies include the productive use of the new words in a sentence or a story using the new vocabulary, creating your own definition, and using a physical action to remember the word.

3.2.4 Cognitive Strategies

Cognitive strategies are strategies most would associate with the more traditional and common ways of studying vocabulary. They involve repetition and mechanical means. They require less manipulative processing than memory strategies but should not be seen as less useful. Rather they should be seen as a complement to memory strategies. Two of the strategies involve written and oral repetition. These strategies often manifest themselves in the use of word cards.

Nation (2001, p. 299) points out that word cards can directly contribute to various aspects of word knowledge and in conjunction with other strategies can be seen as a useful and highly effective strategy. Word cards can help add to a learner's knowledge of a word's written form and help develop a connection between its form and meaning. Learners may also include example sentences, collocations, and grammatical functions on the card to give the word context. The most significant advantage of word cards is that they can expose learners to a large number of words in a short amount of time. To use word cards effectively learners need to be aware of how to choose, make, and use them correctly (Nation, 2001, p. 303).

Other cognitive strategies include study aids such as taking notes, highlighting new words, labeling, using the vocabulary section of a textbook, and keeping a vocabulary notebook.

3.2.5 Metacognitive strategies

Metacognitive strategies are those which the learner uses to control, monitor, and plan their learning. In this study, they include accessing English language media, self-testing, and spacing repetitions. Access to English language media is dependent on the physical location of the

learning situation and access to modern technology. Using English language media provides opportunities for a learner to experience English in a variety of situations and to use many of the strategies mentioned above. Related to word cards is the issue of spaced repetitions. Planning spaced repetitions at increasingly larger intervals will result in more secure learning than massed repetitions (Nation, 2001, p. 219).

3.3 General Conclusions about VLS

This chapter provided evidence of the large amount of vocabulary learning strategies available to learners, their effectiveness, and the need for instruction in them. Awareness of the variety of strategies along with instruction in their use allows learners to take a great deal of control over their vocabulary acquisition. However, to aid in the presentation and instruction of these strategies a constructive exercise would be to determine what strategies learners are aware of, which ones they use, and how effective they find them to be. .

3.4 Previous VLS studies

Three kinds of studies on VLS use as whole can be found in previous research. Those that aimed to describe what good and poor language learners do, those that survey overall use and beliefs about their usefulness, and those that monitor changes in strategy use over time or after training.

3.4.1 Good vs Poor Learners

Sanaoui (1992) looked at learners of French as a foreign language and categorized learners as structured or unstructured. Learners who were structured had three plus hours of independent study, used more self-initiated learning activities, kept extensive vocabulary records and reviewed them, and used opportunities both in and outside the classroom. She concluded that the approach a learner took to vocabulary study is an important factor in predicting vocabulary learning. Lessard Clouston (1996) replicated this study among fourteen students learning English as a second language and placed them into three categories: structured, semi-structured, and unstructured. He found that the learner's grouping did not predict performance on a vocabulary test. The small sample of students and the difference of context could be responsible for the differences in the findings.

Lightbown and Sabo (1999) used Sanoui's model to determine if strategy use varied according to learning environments, to see if a cluster analysis would work better than the structured/unstructured characterization, and to see how it related to performance. A survey questioning the amount of time learners spent on vocabulary outside of class, how self-initiated they were, the quality and quantity of their vocabulary notes and reviewing techniques, and on their dictionary use was administered along with a vocabulary assessment test and a subsequent proficiency test. Participants were 47 undergraduate students in Montreal and 43 pre-university students in Yugoslavia. Interestingly, they found that the EFL students used strategies more often, but tended to use more traditional methods of studying while the Montreal ESL students tended to use more creative strategies. They attributed this to the fact that ESL students may have more opportunities to review in everyday life. In regards to performance they found that self initiation, use of dictionary, and time spent on new items were positive predictors of vocabulary learning. They also found a strong relationship between amount of strategy use and levels of success.

3.4.2 Use and Usefulness

Schmitt (1997) used his taxonomy described above to survey 600 Japanese EFL students on patterns of usage, beliefs in their usefulness, and to see if learners change as they mature in their usage and beliefs. Junior high school, high school, university students, and adult learners were included in the study. Using a yes/no survey he found that learners strongly preferred using dictionaries, focusing on word forms, and repetition strategies.

He also found most strategies to have higher helpfulness ratings than usage indicating that students may be open to instruction and training in new strategies. Change in both usage and beliefs also differed among age groups. Strategies involving deeper processing increased in both usage and beliefs as learners aged. Word lists, word cards, written repetition, and a focus on both form and spelling decreased as learners matured. He hypothesizes that as learners age they may see the value in those strategies that require a greater cognitive effort and that different strategies might be more useful at different stages in life. However it could be possible that other factors, such as the environment of the classroom or the motivation of the students, may have a larger

influence on these changes. It is not directly addressed in the study but the Japanese school system is test based and students spend endless amounts of hours cramming for entrance and graduation exams. These kinds of tests are conducive to more time efficient, repetitive study strategies and could be a larger factor in the discrepancies found. In addition the adult learners surveyed were learning in privately run schools which may or may not have been less traditionally oriented than a typical Japanese classroom environment.

Similar studies have been done in more recent years with varying results. Hamzah et. al. (2009) gave a VLSQ, based on an adapted version of Schmitt's questionnaire, to 125 Iranian undergrads majoring in TEFL and found that students used determination strategies the most and social strategies the least, mirroring other findings. Relevant conclusions from the study concern the educational system of Iran which might be comparable to Japan, in regards to English education and the attempt to move from a more traditional approach to a more communicative one. Memory strategies had a much higher rate than social strategies and this, the researcher suggests, indicates a reluctance to move from a more traditional teacher centered approach to a more communicative approach. This might be true but it could also be supposed and may even be probable that a preference for memory strategies over social strategies is the norm across all cultures, classroom or country. Vocabulary learning naturally lends itself to individual study and opportunities for social strategies to be used are much less frequent than those for memory. However, the researcher's call for revision of books and curriculum to facilitate more of these opportunities certainly bears consideration.

Fan (2003) used a similar questionnaire based on a different taxonomy to investigate the strategy use and beliefs of Hong Kong students. Additional aims of the research were to find out what strategies higher proficiency learners used and which strategies correlated to learning high and low frequency words. 1067 first year degree students from various disciplines took a vocabulary test and answered a questionnaire on VLS using a 5 point Likert scale. Like Schmitt's study, strategies that were considered useful outnumbered those reported to be used. Results showed students used and considered useful strategies for reviewing and consolidating their knowledge of known words and a preference for dictionary use. Bilingual use was higher than monolingual

dictionary use, and use in both correlated positively with higher proficiency.

Repetition strategies, unlike Schmitt, were both seldom used and seen as not useful. Students seldom used meta-cognitive or association strategies. More proficient learners were found to use a wider variety of strategies more often and less proficient learners were more dependent on repetition and association strategies. The study provides evidence that VLS varies not only across cultures but also between relatively homogenous groups within individual cultures and that proficiency may play a larger factor in determining strategy use.

3.4.3 Monitoring changes in strategy use

Bennet (2004) used an adapted version of Schmitt's VLS questionnaire at both the beginning and end of a three month intensive course to reveal any changes in learner behavior. He found that both learner use and belief in determination strategies increased over the course while social strategy use and belief decreased. Among determination strategies significant increases were seen in using context, a word's form, and monolingual dictionaries. He found the results both encouraging, since they were heavily encouraged to use these strategies throughout the course, and not surprising since students were encountering a number of new vocabulary words. Discouraging results included the drop in use and usefulness of social strategies and the strategy of using new words in sentences. The latter being a strategy that was stressed in the course. Another notable result was that metacognitive strategies were the least frequently used at both the beginning and end of the course but they were seen as being the most useful, suggesting learner awareness of the importance of metacognitive awareness. He also surveyed teachers on the course as to what successful vocabulary learners did and found the most successful learners to be self-initiated and well structured in their studies. This study is encouraging because it provides evidence that learners are not only aware of strategies, but can also be encouraged to use them.

CHAPTER 4: METHODOLOGY AND CONTEXT FOR THE STUDY

4.1 Planning the study

This study was planned following a review of both Schmitt's (1997) and Bennet's study (2004) on Japanese learner's use of vocabulary learning strategies and their beliefs in the usefulness of those strategies. The emergence of literature and findings in second language vocabulary acquisition along with the growing consensus on the importance of language learning strategies add to the evidence of how important it is to understand how learners process vocabulary and what they believe about that process. Throughout the literature there are also questions as to what individual and contextual factors affect those processes and beliefs. The focus of the study was on the relationship among frequency of use and perceived usefulness of vocabulary learning strategies. The secondary aim of the study was to discern any possible influence person, task, and context might have on frequency of use and perceived usefulness. Specifically, the study aimed to answer the following four research questions:

1. What strategies do learners use the most and which do they believe to be the most useful?
2. What strategies do learners use the least and which do they believe to be the least useful?
3. What, if any, discrepancies are there between learner use of strategies and their perceived usefulness?
4. What, if any, affect does person, task, and context have on learner choice of and belief in strategy use?

4.2 Instrument for data collection

Bennet's vocabulary learning strategy questionnaire (2004) adapted from Schmitt (1997) and Fan (2003) was adopted for this study. The questionnaire was chosen for its comprehensiveness and the ability to compare the results to existing studies in the field. The survey questioned learners

on their use of 46 strategies.

Table 4.1 Strategy Types Surveyed

| STRATEGY TYPE | ITEMS | TOTAL |
|----------------------|--------------|--------------|
| Determination | A1-A7 | 7 |
| Social | B1-B8 | 8 |
| Memory | C1-C19 | 19 |
| Cognitive | D1-D9 | 9 |
| Metacognitive | E1-E3 | 3 |
| | | 46 |

The strategies were presented in English with a Japanese translation. Students were asked to mark how often they use a strategy and how useful they thought the strategy is. A 5 point Likert scale was used. In regards to how often they use a strategy, students were asked to mark one of five choices:

1. Never
2. Seldom
3. Sometimes
4. Often
5. Always

For how useful they perceived a strategy to be, they were asked to mark whether they found a strategy:

1. Not Useful
2. Not sure if it is useful
3. Quite useful
4. Very useful
5. Extremely useful.

Students were presented with the questionnaire at the beginning of a lesson and instructions were given in Japanese. If they did not understand a strategy or the translation they were encouraged

to ask for an explanation. In addition to the questionnaire, a front page asking for basic information was included. Students were asked to report their age, the number of hours of English instruction by a native speaker they received per week, how much time they had spent abroad in an English speaking country, and whether they perceived their level of English to be beginner, intermediate, or advanced.

4.3 Participants

The participants in the study were 241 Japanese students ranging in age from 18 to 77. Nine of the students were excluded from the study due to their advanced level of English and experience living abroad. The rest of the learners considered themselves beginners and had not spent any significant time abroad. All students had at least six years of formal English instruction in a Japanese junior high school and high school. A majority of the students, one hundred and five, were first and second year university students majoring in English at a foreign studies university in southern Japan. Seventy-nine non-English majors were second year students attending a national university in southern Japan. Forty of them were education majors and the other thirty nine were fishery majors. All of the university students surveyed were between the ages of 18 and 20. The other forty eight students surveyed were adult learners studying to be volunteer tour guides and ranged in age from 25 to 77.

Table 4.2 Participants

| GROUP | NUMBER | AGE RANGE |
|--------------------|---------------|------------------|
| English Majors | 105 | 18-20 |
| Non-English Majors | 79 | 19-21 |
| Tour Guides | 48 | 25-77 |
| Totals | 241 | 18-77 |

English majors at the foreign studies university attend 12 to 15 classes a week with each class being 90 minutes long. Anywhere from 3 to 6 of these classes are taught by native English instructors and cover a variety of English skills and culture related topics. Japanese teachers instruct all other classes related and unrelated to English. The student population is diverse with

anywhere from 150 to 200 foreign students attending the university at one time. A majority of the foreign students are from China, but anywhere from 40 to 60 native English speaking students also attend the school each semester. Students are motivated by any number of factors in their English studies. Some wish to become English teachers and others wish to pursue a career in a field where they will need to use English, such as tourism or business. Others just enjoy studying languages or are solely driven by getting a degree. Each year about 40 students, on average, either study abroad or visit an English speaking country for an extended stay of 4-6 weeks.

The non-English majors surveyed attend 12 to 15 classes a week with each class running 90 minutes. Both the education and fishery majors surveyed in this study had two English classes per week, one conversation class with a native English speaking instructor and one comprehensive English class with a Japanese teacher. The campus population is much larger than that of the foreign studies university, but there are very few native English speaking students enrolled. Students may be motivated by a number of factors, but in an informal survey most stated their goals as getting a credit and learning basic vocabulary and phrases to carry a simple conversation in English.

The adult learners were all participants in a volunteer English tour guide class at a national museum. The class met two to three times a month for 90 minutes over a 4 month period for a total of 16 times. Of the 48 students included in the survey, 30 also have a private conversation class once a week for one hour with a native English speaker. An informal investigation into the motivations for studying English found that the majority of students had a stated purpose of becoming a volunteer English tour guide at the museum, while others just enjoyed learning English, saw it as a hobby, or wanted to meet people in the local area.

4.4 Vocabulary in the curriculum

All students surveyed at the foreign studies university were in one of three first year reading courses taught by a native English speaking instructor. The classes meet fifteen times a semester (30 classes per year). The reading textbook used in each class is divided into four parts: extensive reading, vocabulary building, comprehension skills, and reading faster. In the extensive reading section students are introduced to longer reading passages and given a book list of readers to

choose from. The first ten minutes of each class is devoted to free reading of one of these readers. The vocabulary section of the textbook is broken into six parts: dictionary use, learning new words from your reading, guessing meaning from context, word parts, collocations, and grammatical functions. The students, when surveyed, had only completed the first two sections of the vocabulary chapter. The comprehension skills section helps develop previewing, scanning and inferring skills as well as identifying paragraph structure. The students had only finished the previewing unit at the time the survey was administered. The final section of the book, Reading Faster, consists of 30 separate readings, each with 6 comprehension questions. Each class students are required to time themselves on one reading, record the number of words they are reading per minute, and the number of questions they answered correctly. In addition to the textbook, students are given a weekly vocabulary quiz on ten words taken from an introduction to TOEIC vocabulary list. Students in the classes were also regularly attending various other English classes including grammar, conversation, listening, and writing.

The non-English majors surveyed were from two separate English conversation classes that meet a total of sixteen times a semester (32 times a year). The textbook used in the class consists of 12 units with each covering grammar, vocabulary, pronunciation, speaking, listening, reading, and writing. The vocabulary section is divided into three parts. First, students are asked to match a vocabulary word with a picture and then match the word with a collocate. The vocabulary is then used to create questions that students ask each other in pairs. Students encounter these same words throughout the other sections of the book.

The adult learners in the study were from two classes for volunteer tour guides. The classes do not use a traditional language textbook. The text used in the class is a simplified English translation of a Japanese text introducing various points about the museum and the history of the city. The text is 129 pages in length and describes a wide variety of exhibits in a historical context. Exhibits of clothing, rocks, pieces of houses and replicas of buildings and bombs along with statues and monuments are all detailed in the text. There is a wide variety of vocabulary in the text and each week ten words are singled out for a vocabulary quiz the next week. The vocabulary quiz varies from week to week in style but exercises include completing sentences, matching collocates, creating isolated sentences in a topic of their choosing, and creating

sentences to describe a picture. Communicative and listening activities are often built around the use of the words as well.

CHAPTER 5 RESULTS AND ANALYSIS

5.1 Overall Results

Table 5.1 Overall Results

| | Frequency of Use | Perceived Usefulness | Difference |
|----------------------|------------------|----------------------|------------|
| Determination | 3.23 | 3.23 | 0 |
| Social | 2.30 | 3.05 | +.75 |
| Memory | 2.82 | 3.19 | +.37 |
| Cognitive | 2.79 | 3.26 | +.47 |
| Metacognitive | 2.93 | 3.50 | +.57 |
| Overall | 2.80 | 3.21 | +.41 |

Overall results show that students sometimes use VLS and find them quite useful. They use determination strategies the most and find metacognitive strategies the most useful. Social strategies are the least used and seen as the least useful, but also showed the largest increase from frequency of use to perceived usefulness. Students seldom use these strategies, but found them to be quite useful. All other strategy groups also saw an increase except for determination strategies which showed no movement at all. Students use discovery strategies more often, but find consolidation strategies to be more useful. These findings generally reflect those of previous studies in Japan. In the following section the data will be analyzed to determine which strategies students use the most and find the most useful, which strategies they use the least and find the least useful, and any discrepancies between those groups. That will then be followed by a closer look at the three groups individually and any differences between them.

5.1.1 Most often used and most useful

Table 5.2 Strategies: Most Used and Most Useful

| Most Frequently Used and Perceived as the Most Useful | |
|---|--|
| <i>Most Used</i> | <i>Most Useful</i> |
| <ol style="list-style-type: none"> 1. J-E dictionary 2. Study the spelling of a word 3. Guess from context 4. Study the sound 5. Say the new word aloud 6. Take notes 7. Use pictures/gestures 8. Write words many times 9. Check the new words part of speech 10. Make a mental image of the words meaning <p>Numbers 1-8 = often used. Numbers 9-10 = sometimes used</p> | <ol style="list-style-type: none"> 1. Study the sound 2. Say the new word aloud 3. Talk with native speakers 4. Use J-E dictionary 5. Study the spelling 6. Guess from context 7. Connect to synonym/antonym 8. Study new word many times 9. Write word many times 10. Learn words of idiom together 11. Use English Language Media 12. Make a mental image of the words meaning 13. Take notes or highlight new words in class |

While no strategies are always used or considered extremely useful, eight strategies were found to be used often and thirteen to be very useful. Bilingual dictionaries, as with most other studies, is the most frequently used strategy. Bilingual dictionaries along with guessing from context were the only two discovery strategies to be both often used and seen as very useful. For discovering a word's meaning students also often use pictures or gestures to help them guess. Pictures and gestures can be seen as another kind of context. This is encouraging considering the importance of context in determining a words meaning.

For consolidating the meaning of a word, students often use and perceive as very useful the

spelling and the sound of the word, oral and written repetition, and note taking or highlighting. The frequent use of repetition strategies is not surprising due to the rote nature of learning in Japan and of vocabulary in general. It is also not surprising to find that students often study the spelling and sound of the word considering the phonological and orthographical differences between English and Japanese. Highlighting this fact is that studying the sound of the word was seen as the most useful strategy while oral repetition was considered the second most useful strategy. Other memory strategies seen as very useful were using synonyms or antonyms, idioms, and making a mental image of the words meaning.

No social or metacognitive strategies are often used, but three were seen as very useful. Talking with native speakers is seldom used but seen as very useful, while English language media is sometimes used and seen as very useful. These results might be attributed to a lack of access and opportunity. Studying the new words many times, spaced repetitions, is also only sometimes used but seen as very useful. This is encouraging considering the importance of spaced repetitions. Other strategies in the top ten most used included checking the new word's part of speech and using the new word in a sentence.

5.1.2 Seldom used and not sure if useful

Table 5.3 Strategies: Least Used and Least Useful

| Least Frequently Used and Perceived as the Least useful | |
|--|--|
| <i>Least Used</i> | <i>Least Useful</i> |
| 1. English labels on objects | 1. Underline initial letter |
| 2. Underline initial letter | 2. Check for L1 cognate |
| 3. Use physical action | 3. Use physical action |
| 4. Use new words to make story | 4. Make own definition |
| 5. Ask teacher for ex. Sentence | 5. Remember word using its parts |
| 6. Make own definition | 6. English labels on objects |
| 7. Check for L1 cognate | 7. Ask teacher for L1 translation |
| 8. Study/practice in a group | 8. Study/practice in a group |
| 9. Use picture to help remember it | 9. Ask classmate |
| 10. Use a E-E dictionary | 10. Use new words to make a story |
| | <p>Number 1 to 3 = Not sure if they are useful Number 4-10 = Quite Useful</p> |

Students seldom use three strategies and were not sure if they were useful. Checking for cognates can be attributed to the fact the Japanese language has relatively few cognates of English. There

are loan words from the English language that have been adopted into the Japanese language system of katakana, but these words often take on a new meaning loosely, if at all, related to the original meaning and often sound nothing like the original English word. However, it should be noted that these loan words have been shown to lessen the learning burden (Dalton 1999). Since the research subjects of this study were all university age or older it was to be expected that using a physical action when learning a new word would be seldom used and that students would not be sure if it was useful. This is a strategy often used to help children learn new words and while there may be some instances and classroom situations where this strategy would be both beneficial and possible in adult classrooms it is probable that these instances are not that common. It's clear that students are not aware of how the simple act of underlining the initial letter of word may aid in vocabulary learning. The other seven strategies in the least used top ten were all seen as quite useful. It's interesting to note that two of the three social strategies found among the least useful involve interacting with classmates.

5.1.3 Discrepancies

Table 5.4 Largest Discrepancies from Use to Perceived Usefulness

| Largest Discrepancies from Use to Perceived Usefulness | |
|---|--|
| <i>Largest Increases</i> | <i>Largest Decreases</i> |
| <ol style="list-style-type: none"> 1. Talk with native speakers 2. Ask the teacher to give you a sentence 3. Put English labels on objects 4. Use new words to make a story 5. Listen to tape of word lists 6. Ask the teacher for a definition or synonym 7. Ask the teacher to check your definition 8. Use a monolingual dictionary 9. Use a picture of the word to help remember it 10. Test yourself with word tests | <ol style="list-style-type: none"> 1. Use a bilingual dictionary 2. Ask a classmate for the meaning 3. Look for any word parts that I know 4. Guess from the context 5. Use any pictures or gestures to help me guess 6. Take notes or highlight new words 7. Study the spelling of the word 8. Check the new words part of speech 9. Write the word many times 10. Use the new word in a sentence |

The majority of the 14 strategies found to be seldom used were social strategies. Students seldom talk with native speakers, ask the teacher for a definition, synonym, an L1 translation, a sentence using the new words, or to check their definition. Students also seldom discovered the meaning of a new word through group activity or studied the meaning in a group. The individual nature of

vocabulary study along with cultural, institutional, motivational, and physical factors of the classroom may all contribute to the infrequent use of these strategies. It's both interesting and encouraging to note that all of these strategies are considered quite or very useful.

Also noteworthy is that monolingual dictionaries saw the 8th largest increase, while bilingual dictionaries saw the largest decrease. Monolingual dictionaries are seen as quite useful and are most likely seldom used due to the prevalence of electronic dictionaries in the classroom and a lack of experience with monolingual dictionaries. Electronic dictionary technology has allowed students access to a quick and easy option when confronted with an unknown word. Students, as found in other studies, seem to be aware of an overreliance on bilingual dictionaries and of the possible benefits of a monolingual dictionary.

Four other strategies often used saw a slight decrease and include written repetition, spelling, taking notes, and guessing from context. Putting English labels on physical objects is the least used strategy but is seen as a quite useful. Listening to a tape of word lists is also seldom used but seen as quite useful along with remembering a word using its parts, using a picture to help remember the word, making your own definition, and using new words to make a story.

5.2 Overall Results: Conclusion

It's encouraging to see that students are using and seem to be aware of how useful various strategies can be. Results generally mirror those of similar studies in Japan and can be seen as providing further support for a very general profile of Japanese EFL students. Overall, the most significant finding may be that the only strategies to see a decrease were those that learners use the most and that the largest increases were in those strategies learners use the least. It does appear that students have some hesitations as to how useful some of the strategies they are using are and an inclination to find out how useful some other strategies they may seldom be using can be. Findings seem to indicate that some attention or focus on strategy training may be both beneficial and desirable.

5.3 Analysis of Findings: Between Groups

In the following section a closer look at the results of each of the three groups surveyed will be analyzed. Results from the university students as a whole will be reviewed first and will be followed by a closer look at the English and Non-English majors respectively. This will be followed by a review of the Adult group and , finally, a discussion of any differences found between and within groups.

Table 5.5 Overall Results: Between Groups

| | English Majors | | Non-English Majors | | Adults | |
|---------------|----------------|------|--------------------|------|--------|------|
| | F | P | F | P | F | P |
| Determination | 3.41 | 3.44 | 3.09 | 3.21 | 3.20 | 3.03 |
| Social | 2.41 | 3.13 | 2.02 | 2.82 | 2.47 | 3.18 |
| Memory | 3.06 | 3.38 | 2.67 | 3.12 | 2.72 | 3.06 |
| Cognitive | 2.88 | 3.40 | 2.86 | 3.21 | 2.64 | 3.16 |
| Metacognitive | 3.34 | 3.77 | 2.86 | 3.35 | 2.59 | 3.38 |
| Average | 2.99 | 3.38 | 2.68 | 3.12 | 2.73 | 3.12 |

5.3.1 University Students

Overall, university students sometimes use strategies and see them as quite useful. They both use and believed to be more useful four out of the five strategy groups. Out of the 46 strategies surveyed, university students reported using 29 of them more often and saw 33 of them as being more useful than the adults in the study.

The largest discrepancies between university students and adults in frequency of use were in what are considered the more traditional methods of vocabulary learning, or rote learning. Schmitt found similar findings in his study and attributed it to the possibility that adults see more value in cognitively challenging strategies. This may be true, but another possibility is that different contexts require different strategies and that different strategies may be more beneficial

in different contexts. One strategy might be more optimal than another depending on various factors including, but not limited to, time and motivation. The learning environment of the university students is very different from that of the adult learners in the study. All of the students are full time students and are taking a number of classes. It is not surprising that they would both use and believe to be more useful learning strategies that allow for a large amount of vocabulary to be covered in a short amount of time. Learning strategies are a way of organizing and structuring the learning process and in an environment of full time study it is not surprising to find that students would be more likely to take advantage of these kinds of strategies.

University students often use nine strategies and find 14 to be very useful. Among the most used strategies none were social or metacognitive. However, three of those strategies are considered very useful. Talking with native speakers, testing yourself and spaced repetitions are all seen as being very useful by university students. Contrary to the adults surveyed, university students see testing themselves and spaced repetitions as very useful. This is not surprising considering that university students are in an environment largely based on test performance.

Students seldom use all of the social strategies surveyed with the exception of asking a classmate for the meaning, which is sometimes used. This strategy also saw the largest decrease from use to usefulness of any in the questionnaire. Students in the university classes are in a traditional classroom environment and setup. The majority of students are one or two years removed from high school and have had no significant break in time from their studies. Traditionally classrooms in Japan are teacher led. It is not surprising that students would rely on their classmates more than their teacher, though the fall in usefulness is a bit discouraging. More encouraging is that the seven other social strategies surveyed saw significant increases. Particularly interesting are the large increases in asking your teacher for a definition or a synonym, to give you a sentence using the new words, and to check your definition. This, along with the increase in group work strategies, might indicate a desire for a more communicative classroom and therefore the possible success of a more communicative approach in the Japanese classroom.

5.3.2 English Majors

English majors, not surprisingly, use strategies more often and perceived them as being more useful than both adults and non English majors. All five strategy groups are used more often and all but social strategies are seen as more useful. In total they use thirty two individual strategies more and find thirty five to be more useful. In contrast they only use two strategies less, oral repetition and listening to tapes of word lists and see two strategies as less useful, using word parts to determine a words meaning and using a physical action to help remember the word. It can be supposed that English majors have more exposure to strategies, more opportunities to use them, and more motivation to make use of them.

Table 5.6 English Majors: Most Used and Most Useful Strategies

| <u>English Majors</u> | |
|---|--|
| <i>Most Used</i> | <i>Most Useful</i> |
| <ol style="list-style-type: none"> 1. Study the spelling of a word 2. Guess the meaning from context 3. Use a bilingual dictionary 4. Study the sound of a word 5. Say the new word aloud when studying 6. Use any pictures or gestures to help me guess the meaning 7. Take notes or highlight new the new word 8. Make a mental image of the word's meaning 9. Use English Language media 10. Check the new words part of speech. | <ol style="list-style-type: none"> 1. Talk with native speakers 2. Study the sound of the word 3. Say the new word aloud when studying 4. Study the spelling of a word 5. Use a bilingual dictionary 6. Use English language media 7. Connect the word to antonyms and synonyms 8. Guess the meaning from context 9. Make a mental image of the word's meaning 10. Connect the word to a personal experience |

English majors often use 12 strategies and find 23 to be very useful. Studying the spelling of the word, unlike other groups, is the most used while talking with native speakers is seen as the most useful strategy. Both of the other research groups surveyed cited bilingual dictionaries as the most used strategy. Students at this university take a variety of classes in English including, but not limited to, reading, writing, grammar, and conversation. The focus on spelling is most likely due to the fact that, unlike the other research groups, for many of these classes students take weekly vocabulary quizzes and are required to submit written reports and compositions where

spelling is often a factor in grading. Another possible factor in the difference is English major's use of monolingual dictionaries. They reported sometimes using monolingual dictionaries, while both adults and non-English majors reported only seldom use. It is not surprising that English majors would use monolingual dictionaries more often. Their choice of English as a major indicates their interest in English in general and the increased amount of opportunities they would have to use a monolingual dictionary.

Talking with native speakers is only sometimes used, while both adults and non-English majors only seldom use this strategy. The English majors attend a foreign studies university, and are in daily contact with native English teachers and over two hundred foreign students, about 50 of which are native English speakers, so these results are both encouraging and not surprising. This may also be a factor in using any pictures or gestures to help them guess and their use of English language media. More exposure to native English speakers may mean more opportunities to use gestures and more classes with native English speaking instructors may mean more exposure to English language media. In addition, students have access to a modern multi-media center and library which has a subscription to a number of English newspapers as well as an extensive collection of English movies and TV shows. The non-English majors and adults have classes with native speakers once or twice a week at most and in most cases probably have a substantial less amount of contact with native speakers outside of classes.

Table 5.7 English Majors: Least Used and Least Useful Strategies

| <u>English Majors</u> | |
|---|---|
| <i>Least Used</i> | <i>Least Useful</i> |
| <ol style="list-style-type: none"> 1. Underline the initial letter of the word 2. Put English labels on objects 3. Use a physical action when learning a new word 4. Ask the teacher for a sentence using the new word 5. Make your own definition 6. Use new words to make a story 7. Listen to tapes of word lists 8. Ask the teacher to check your definition 9. Study and practice the meaning in a group 10. Ask the teacher for an L1 translation | <ol style="list-style-type: none"> 1. Underline the initial letter of the word 2. Use a physical action when learning a new word 3. Check if the word has a Japanese cognate 4. Ask the teacher for an L1 translation 5. Ask a classmate for the meaning 6. Make your own definition 7. Study and practice in a group 8. Put English labels on objects 9. Remember the word using its parts 10. Use new words to make a story |

| | |
|--|--|
| | |
|--|--|

They seldom use thirteen strategies and were not sure if three of them were useful. Underlining the initial letter of a word and putting English labels on objects are the least used followed by using physical actions to remember a word. These results mirror the other research groups. Other seldom used strategies included five social strategies, those strategies which involved asking the teacher for information and studying the meaning in a group. However, it is notable that the English majors use almost all of the social strategies more than non-English majors and saw them as being more useful. Students at both universities are in what would be considered traditional classrooms, but the physical setup of the classrooms do allow for some differences. Classrooms at the foreign language university consist of 40 movable desks. They can be arranged to have students face one another or make groups, while the national university students are in classrooms designed for lectures. There are 30 rows of long, unmovable desks that can accommodate up to three students. It is less conducive to pair or group work. This could account for part of the discrepancy. Another factor that might account for the discrepancy is instruction. Students in the foreign language universities take classes with a number of native speakers who come from less teacher-centered educational backgrounds and are more likely to provide opportunities for more social strategies to be used.

Overall, 19 strategies saw significant increase from use to usefulness and seven saw a slight decrease. Most of the social strategies saw a significant increase with asking the teacher to give you a sentence seeing the largest. Other notable increases were seen in listening to tapes of word lists, labeling objects, and talking with native speakers.

5.3.3 Non-English majors

Non-English majors sometimes use strategies and find them quite useful. They use them the least and, along with adults, find them less useful than English majors. In total they use seven strategies more than adults and English majors and find four to be more useful. Twenty five strategies are used less than the other groups and seventeen seen as less useful. In contrast to

English majors, the lack of use and perceived usefulness may be attributed to a lack of exposure to strategies, a lack of opportunity to use them, and a lack of motivation to make use of them.

Table 5.8 Non-English Majors: Most Used and Most Useful Strategies

| <u>Non- English Majors</u> | |
|--|---|
| <i>Most used</i> | <i>Most useful</i> |
| <ol style="list-style-type: none"> 1. Use a bilingual dictionary 2. Write the word many times 3. Study the spelling of a word 4. Guess from context 5. Study the sound of the word 6. Take notes or highlight new words in class 7. Say the new word aloud when studying 8. Use any pictures to help me guess 9. Study the new word many times 10. Make a mental image of the word's meaning | <ol style="list-style-type: none"> 1. Use a bilingual dictionary 2. Study the sound of a word 3. Say the new word aloud when studying 4. Study the spelling of the word 5. Guess from the context 6. Learn the words of an idiom together 7. Write the word many times 8. Connect the word to its synonyms or antonyms 9. Study the new word many times 10. Talk with native speakers |

They often use seven strategies and find ten to be very useful. They use bilingual dictionaries more and see them as more useful than the other research groups. It is probable that these students spend the least amount of time studying English among the three groups and a bilingual dictionary would provide them with a quick and convenient reference for any unknown words. It is also possible that they may not have the knowledge or motivation to use other strategies for determining a words meaning. They also ask their classmates for the meaning of a word more often and find it more useful than the other groups. Considering the classroom context discussed earlier, this is not surprising. The other strategies used more often by this group are all related to rote learning, or repetition. These students are focused on other classes in their respective majors and repetition strategies may be the most economical and efficient choice for their vocabulary study. Both of the other groups see talking with native speakers as the most useful strategy. For non-English majors this strategy was the tenth most useful.

Table 5.9 Non-English Majors Least Used and Least Useful Strategies

| <u>Non- English Majors</u> | |
|--|---|
| <i>Least used</i> | <i>Least useful</i> |
| <ol style="list-style-type: none"> 1. Put English labels on physical objects 2. Ask the teacher for a sentence using the new word 3. Use the new words to make a story 4. Use monolingual dictionary 5. Underline the initial letter of the word 6. Use a physical action when learning a new word 7. Ask the teacher for a definition or synonym 8. Ask the teacher to check your definition 9. Talk with native speakers 10. Study and practice the meaning in a group | <ol style="list-style-type: none"> 1. Underline the initial letter of the word 2. Make your own definition 3. Put English labels on objects 4. Check if the word has a Japanese cognate 5. Use a physical action when learning a new word 6. Remember the word using its parts 7. Ask the teacher for an L1 translation 8. Ask the teacher for a definition or synonym 9. Use a monolingual dictionary 10. Ask the teacher to check your definition |

Non-English majors seldom use 15 strategies and almost never use three. They were not sure if six strategies were useful. Like other groups, they rarely use and are not sure how useful underlining the initial letter of a word and checking for a L1 cognate are. More surprising, and perhaps discouraging, is that they are also not sure how useful it is to remember a word using its parts. Also disconcerting is that they were the only group to report almost never using some strategies: using new words to make a story, asking the teacher to give you a sentence using the new word, and putting English labels on physical objects. These strategies were, however, only seldom used by both English majors and adults.

Overall, 16 strategies saw a significant increase from use to usefulness. Particularly large increases were seen in using a monolingual dictionary, talking with native speakers, asking the teacher for a sentence, and using new words to make a story. All four are seldom or almost never used. This is encouraging and shows that while students may rarely use a strategy, they do see its potential and may be open to more practice or instruction in strategy use. Eleven strategies saw a slight decrease and, like the other research groups, most of them were among the most used strategies.

Between the two majors surveyed, education majors use VLS more and find them more useful. All together education majors use 35 strategies more and find 25 more useful than fishery majors. Large discrepancies were found in 14 strategies regarding use and 21 in usefulness. Looking at

these findings in detail is beyond the scope of this paper, but they are interesting and a source for possible further research.

5.3.4 Adult Tour Guides

Adults, like the other two groups, also sometimes use strategies and see them as quite useful. They use them more than non-English majors and perceived them to be just as useful. Overall they use seven strategies more often and saw seven as being more useful. They use 18 strategies less than the other groups and saw 22 as less useful.

Table 5.10 Adult Tour Guides: Most Used and Most Useful Strategies

| <u>Adult Tour Guides</u> | |
|---|--|
| <i>Most used</i> | <i>Most useful</i> |
| 1. Use a bilingual dictionary | 1. Talk with native speakers |
| 2. Study the sound of a word | 2. Say the new word aloud when studying |
| 3. Say the new word aloud | 3. Use English language media |
| 4. Take notes or highlight the new words | 4. Study the sound of the word |
| 5. Study the spelling of the word | 5. Study the spelling |
| 6. Guess the meaning from context | 6. Use a bilingual dictionary |
| 7. Check the new words part of speech | 7. Ask the teacher for a definition or synonym |
| 8. Look for any word parts that I know | 8. Ask the teacher to give you a sentence using the new word |
| 9. Use pictures or gestures to help guess the meaning | 9. Make a mental image of the word's meaning |
| 10. Use the new word in a sentence | 10. Study the new word many times. |

Only six strategies are often used and seven were found to be very useful. These were the lowest totals among all three groups. All six of the strategies most often used were also often used by both English and non English majors. Taking notes, using bilingual dictionaries, and guessing

from context are most likely strategies used by a large number of foreign language students, not just Japanese. The same is probably true of studying the spelling and sound of word, but considering the phonological and orthographical differences between Japanese and English it may be possible that these strategies play a more prominent role for Japanese learners.

Adults were the only group to have two social strategies among the most useful. Adult learners reported higher frequency of use and perceived usefulness of social strategies as a group. This could be due to a number of factors but two seem to be especially relevant in this case: classroom environment and motivation. The tour guide classroom takes place in the lounge of a museum and students are seated in movable chairs with an attached arm for taking notes that can be moved up or down. Surrounding the classroom are sofas and in the background is a waterfall. These conditions are almost ideal for encouraging social learning. The majority of the students also reported having at least one private conversation lesson with a native speaker per week outside of the tour guide class. Private conversation lessons in the area are usually 1 to 1, or there are a small group of students, usually 3 or 4, and a native English speaker/teacher. These private lessons are often built around the social negotiation of meaning between the teacher and the student. These opportunities for interaction with a native English teacher/speaker might breed a familiarity and comfort that may also be the reason they less frequently ask a classmate for the meaning of a word.

Another factor for these results may be that the main purpose of the students in the class is to become volunteer English tour guides. In other words their primary aim is to orally communicate meaning in English, not to pass a test or write a report. For both these reasons it is not surprising that adult learners see the benefits of social strategies.

Fig. 5.11 Adult Tour Guides: Least Used and Least Useful Strategies

| <u>Adults</u> | |
|---|---|
| <i>Least used</i> | <i>Least useful</i> |
| 1. Check if the word has a Japanese cognate | 1. Check if the word has a Japanese cognate |
| 2. Underline the initial letter of the word | 2. Underline the initial letter of the word |
| 3. Make your own definition | 3. Make your own definition |
| 4. Use a physical action when learning a new word | 4. Remember the word using its parts |
| 5. Put English labels on physical objects | 5. Use a physical action when learning a new word |

| | |
|--|--|
| 6. Study and practice the meaning in a group | 6. Ask a classmate for the meaning |
| 7. Use a picture of the word to help remember it | 7. Make a mental image of the words form |
| 8. Group words together to study them | 8. Discover the meaning through group work |
| 9. Use new words to make a story | 9. Put English labels on physical objects |
| 10. Test yourself with word tests | 10. Study and practice the meaning in a group. |

Adults seldom use seventeen strategies and were not sure how useful three strategies were. A majority of the strategies they use less than the university students are considered to be more traditional ways of studying vocabulary. As discussed earlier this could be due to a preference for more cognitive complex strategies or to a combination of personal and contextual factors, including their motivation for studying and the learning environment.

Overall, 17 strategies saw a significant increase from use to usefulness. Like the university groups the largest increases were most often seen in the least used strategies suggesting that the adult learners in the survey are also open to the use of more strategies and could possibly benefit from strategy instruction. Also notable is the overall decrease found in determination strategies. Among the three research groups this was the only strategy group to see a decrease from frequency of use to perceived usefulness. Like the other groups these strategies are the most used but their decrease in adult learners raises some questions as to why they feel this way. This is part of a larger trend among all three groups where the most used strategies are the majority of the strategies to see a decrease in perceived usefulness.

5.4 Between Groups: Conclusion

Results from the three different research groups provide evidence that factors relating to person, task, and context play a significant role in learners vocabulary strategy use and their beliefs in how useful those strategies are. English majors are motivated not only to pass their classes and exams, but in many cases to work in a field using English. Their goal is to learn as much English as they can and as such they use and are more inclined to use a wider variety of strategies more often to attain that goal. The non-English majors in the study are generally more interested in passing their exams and receiving a credit and are more likely to use strategies as a means to that end. Their main interests lie elsewhere. The adult learners in the study are studying to become

volunteer tour guides. They are not preparing for a test or a career in English and may not see the value in strategies more suited to those aims. Some of them simply see their English study as a hobby.

The individual learning environment and the classroom activities are also likely significant factors in the differences found. The English majors are studying in a more English rich environment with classes that are less teacher-centered and more communicative. Their study is also more intensive and consists of a wider variety of concentrated English instruction in reading, writing, listening, and speaking. The non-English majors have conversation classes in lecture halls, less English instruction, and less contact with native instructors and speakers. The adult learners are learning in a relaxed atmosphere in the evening, after work, that promotes a more communicative learning experience and a less pressured atmosphere. There are no test scores or awards.

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CHAPTER 6: IMPLICATIONS

The results are very encouraging when considering that learning strategies are trainable (Ellis, 1997). It is clear that the learners in all three contexts are using and are aware of how useful vocabulary strategies are and can be. The results indicate that students might benefit from strategy introduction and instruction in all strategies surveyed. The consistent decrease from frequency of use to perceived usefulness of the most used strategies suggests learners could benefit from explicit instruction of these strategies. Likewise the large increases in those strategies least used suggests students are open to instruction in the use of those strategies.

However, consideration to the amount of time spent on instruction in each context will need to be taken. The English majors would most likely benefit the most and be the most open to strategy instruction. They are motivated and are in an environment where they can take advantage of them more often. One might counter this by stating they are the least in need of instruction considering they are the most exposed to the target language. This might be true, but

the amount of exposure and opportunity needed to replicate a second language learning environment does not exist. On the contrary, the school environment should be seen as place to prepare them for when they encounter a second language learning environment and provide them with tools they can use to make the most of that experience. Considering the person, task, and context of their learning situation, metacognitive strategies along with those strategies that require deeper processing might be considered. Metacognitive strategies to help them manage the vocabulary from their many English classes and deeper processing strategies to build a foundation for their future careers which may involve English. Anderson (2008) believes that increased use of metacognitive strategies will naturally lead to the use of deeper processing strategies. In addition considering they are more likely to study abroad and work in a field requiring the use of English a concentration on words from the Academic Word List might also be beneficial.

For the non-English majors, an introduction to new strategies would seem worthy of consideration, but they may require and want more practice in those strategies they are already using, namely the more traditional approaches to vocabulary study. It may be worthwhile spending more time on making those strategies more efficient so that they can maximize their efforts. On the other hand, their results and the small amount of English class time suggest they may benefit the most from an introduction to new strategies. Considering the person, task, and context it might be worthwhile focusing on those strategies connected with the spoken form of the word. Simple strategies to aid phonological awareness such as saying the word aloud have been shown to aid in retention and a focus on high frequency words might help students in their desire to effectively participate in basic English conversations (Nation, 2001, p. 307).

The adult learners would also benefit from strategy instruction and practice. Their perceived usefulness of social strategies indicates a clear preference for them and activities requiring the use of these strategies in the classroom would most likely be welcome. The decrease in determination strategies may mean they require instruction and more practice in using these strategies. With adult learners their motivation for studying must also be taken into account. Some of them view English as a hobby and may have a negative reaction to explicit instruction in some of the more traditional approaches to vocabulary study. Rather, they may be more open to learning about and looking at new ways to learn vocabulary. In regards to person, task, and

context they may benefit from strategies that focus on phonological awareness and word parts. There are obvious advantages to a focus on spoken form for tour guides. A focus on word parts may be necessary to help them deal with some of the technical vocabulary found throughout the museum.

The suggestions discussed above in relation to each research group and what strategies might be most useful for each is not meant to imply that the learners should only be exposed to those strategies. The benefits of an introduction to and instruction in the use of a variety of vocabulary learning strategies for all students regardless of person, context, and task is found throughout previous research. However, for each context the amount of time spent on vocabulary learning strategies instruction and choice of strategies to be focused on must take into account the learners and the learning environment. Teachers must also be aware of the complex nature of vocabulary acquisition and the challenges it poses. What words to focus on, the amount of word knowledge required to be proficient in an L2, and the various strategies available to aid in the learning of a word must be weighed against a variety of possible factors affecting the acquisition process of an individual learner. Factors related to the learners educational and cultural background, L1, motivation, and learning environment all play significant roles in determining how successful VLS may or may not be for individual learners (Chamot, 2008, 272). It is far from an exact science determining how large a role these factors are from class to class, but as educators we can attempt to gain some idea through surveys such as the one used in the current study to help guide us in the vocabulary component of our classes.

While this study was both productive and enlightening, it is important to recognize its weaknesses and possibilities for further research. A more rigorous statistical analysis might have provided more insight into the findings. It is also fair to question the results of the survey. To what extent can we trust participants self-reporting of their own behaviour. A qualitative component, such as case studies of individual learners concerning their strategy use or observing their use of strategies, would give the study a more comprehensive and revealing look at the VLS use of the learners involved. A longitudinal investigation might find learner beliefs and use varying over the term of a course. A closer and more detailed look at those factors related to person, context, and task such as gender, proficiency, and motivation might provide a clearer picture on how significant a factor they are in strategy use and beliefs. Certainly a look at the

effects of strategy training in each context would yield some interesting findings. This researcher looks forward to utilizing these methods to further an understanding of vocabulary learning strategies in second language acquisition.

APPENDIX I: VOCABULARY LEARNING STRATEGY SURVEY COVER PAGE

Vocabulary Learning Strategy Survey

1. Age: _____
年齢
2. How many hours per week do you study English with a native English speaker?
週に何時間ネイティブの外国人と英語を勉強しますか？
3. At what level would you consider your English ability to be? (Circle one)
自分の英語のレベルをどう判断しますか？

| | | |
|----------|--------------|----------|
| Beginner | Intermediate | Advanced |
| 初級 | 中級 | 上級 |
4. Have you ever studied English in an English speaking country?
外国で英語を勉強したことがありますか？ (、イギリス,アメリカ・・・等)

| | |
|-----|-----|
| Yes | No |
| はい | いいえ |

5. If yes, what country? _____ For how long _____

はい、の場合どの国ですか? _____ 年数

6. If you are a university student, what year are you in? 1 2 3 4

もしあなたが大学生の場合、大学何年生ですか?

APPENDIX II: VOCABULARY LEARNING STRATEGY SURVEY

| | | I do this... | | | | | I think this is... | | | | |
|--------|--|--------------------|-----------------------|-----------------------|-------------------|-------------------------------|------------------------------|--|------------------------------------|-----------------------------------|---|
| | | Never 全く しない | Seldom めった にしない | Sometimes 時々 する | Often よく する | Very often とても よく する | Not useful 役に 立た ない | Not sure if it is us eful 役に立つか どうかわから ない | Quite Useful かなり 役にた つ | Very Useful とても 役に 立つ | Extrem ely Us eful 非常に 役に立 つ |
| | When I find a new English word that I don't know ... 新出単語が出てきたとき私は... | | | | | | | | | | |
| A 1 | Check the new words part of speech 新出単語の品詞を調べる(動詞、名詞...) | | | | | | | | | | |
| A 2 | Look for any word parts that I know 単語の中で知っている部分を探す | | | | | | | | | | |
| A 3 | Check if the word is also a Japanese Word カタカナ英語として日本語でも使われているか調べる | | | | | | | | | | |
| A 4 | Use any pictures or gestures to help me guess 絵・写真や(先生の)ジェスチャーから推測する | | | | | | | | | | |

| | | | | | | | | | | | | | | |
|-----|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| A 5 | Guess from context 文脈から推測する | | | | | | | | | | | | | |
| A 6 | Use a Japanese-English dictionary 英和辞書を使う | | | | | | | | | | | | | |
| A 7 | Use a English-English dictionary 英英辞典を使う | | | | | | | | | | | | | |
| B 1 | Ask the teacher for an L1 translation 先生に日本語の意味を聞く | | | | | | | | | | | | | |
| B 2 | Ask the teacher for a definition or synonym of new word 先生に新出単語の定義や意味を聞く | | | | | | | | | | | | | |
| B 3 | Ask the teacher to give you a sentence using the new words 先生に新出単語を使った英文を言ってもらおう。 | | | | | | | | | | | | | |
| B 4 | Ask a classmate for the meaning クラスメイトに聞く | | | | | | | | | | | | | |
| B 5 | Discover new meaning through group work activity グループアクティビティで意味を理解する | | | | | | | | | | | | | |

| | | I do this... | | | | | I think this is... | | | | | | | |
|-----|---|--------------------|-----------------------|-----------------------|-------------------|---------------------------|---------------------------------|---|------------------------------------|-----------------------------------|--|--|--|--|
| | | Never 全く しない | Seldom めった にしない | Sometimes 時々 する | Often よく する | Very often とても よくする | Not useful 役に 立た ない | Not sure if it is useful 役に立 つか どうか わから ない | Quite Useful かなり 役に立 つ | Very Useful とても 役に立 つ | Extremely Useful 非常に 役に立 つ | | | |
| | When I want to remember new words and build my vocabulary I... 新出単語を覚え、語彙を増やしたい時、 私は... | | | | | | | | | | | | | |
| B 6 | Study and practice the meaning in a group グループで意味を勉強し練習する | | | | | | | | | | | | | |
| B 7 | Ask the teacher to check your definition 先生に、定義を確認する | | | | | | | | | | | | | |
| B 8 | Talk with native speakers ネイティブスピーカーと話す | | | | | | | | | | | | | |
| C 1 | Use a picture of the word to help remember it 覚えるために、単語の絵や、写真を使う | | | | | | | | | | | | | |
| C 2 | Make a mental image of the word's meaning その単語の意味をイメージする | | | | | | | | | | | | | |
| C 3 | Connect the word to a personal experience 自分の経験と単語を結びつけ | | | | | | | | | | | | | |

| | | | | | | | | | | | | |
|--------|---|--|--|--|--|--|--|--|--|--|--|--|
| | る | | | | | | | | | | | |
| C 4 | Remember the words that follow or precede the new word 前後に使われる単語を覚える | | | | | | | | | | | |
| C 5 | Connect the word to other words with similar or opposite meanings 類義語や反義語と結びつける | | | | | | | | | | | |
| C 6 | Remember the words in Scales (always-often-sometimes-never) 連続して覚える(いつも・しばしば・時々・決して・・・等) | | | | | | | | | | | |
| C 7 | Group words together to study them 単語をグループ化して覚える | | | | | | | | | | | |
| C 8 | Use new words in sentences 文の中で新出単語を覚える | | | | | | | | | | | |
| C 9 | Use new words to make a story 新出単語でストーリーを作る | | | | | | | | | | | |

| | | I do this... | | | | | I think this is... | | | | |
|---------|---|--------------------|---------------------------|-----------------------|-------------------|-------------------------------|---------------------------------|--|------------------------------------|-----------------------------------|------------------------------------|
| | | Never 全く しない | Seldom め ったに しない | Sometimes 時々 する | Often よく する | Very often とても よく する | Not useful 役に 立た ない | Not sure if it is useful 役に立つかど うかわから ない | Quite Useful かなり 役に立 つ | Very Useful とても 役に立 つ | Extremely Useful 非常に役 に立つ |
| C 10 | Study the spelling of a word スペルを覚える | | | | | | | | | | |
| C 11 | Study the sound of a word 発音を覚える | | | | | | | | | | |
| C 12 | Say the new word aloud when studying 声に出して覚える | | | | | | | | | | |
| C 13 | Make a mental image of the word's form 単語そのものの形をイメージとして覚える | | | | | | | | | | |
| C 14 | Underline the initial letter of the word 単語の頭文字に下線を引く | | | | | | | | | | |
| C 15 | Remember the word using its parts (im-,un-,ful, ex-) 単語の一部を覚える | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | | | | | | | |
|-------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| C 1 6 | Remember the part of speech (verb, noun, adjective) 品詞を覚える(動詞、名詞、形容詞・・・等) | | | | | | | | | | | | | | | | | | | | | | |
| C 1 7 | Make your own definition 独自の定義を作る | | | | | | | | | | | | | | | | | | | | | | |
| C 1 8 | Learn the words of an idiom together 熟語も単語と共に覚える | | | | | | | | | | | | | | | | | | | | | | |
| C 1 9 | Use physical action when learning a new word 新出単語を体を使って覚える | | | | | | | | | | | | | | | | | | | | | | |

| | | I do this... | | | | | I think this is... | | | | | | | | | | | | | | | | |
|--------|---|----------------|-------------------|-------------------|---------------|-----------------------|----------------------|--|-------------------------|------------------------|-----------------------------|--|--|--|--|--|--|--|--|--|--|--|--|
| | | Never 全くしない | Seldom めったにしない | Sometimes 時々する | Often よくする | Very often とてもよくする | Not useful 役に立たない | Not sure if it is useful 役に立つかわからない | Quite Useful かなり役に立つ | Very Useful とても役に立つ | Extremely Useful 非常に役に立つ | | | | | | | | | | | | |
| | When I want to remember new words and build my vocabulary I... 新出単語を覚え、語彙を増やす時、私は・・・ | | | | | | | | | | | | | | | | | | | | | | |
| D 1 | Repeat the words aloud many times 単語を大声で何回も繰り返す | | | | | | | | | | | | | | | | | | | | | | |
| D 2 | Write the words many times 何回も単語を書く | | | | | | | | | | | | | | | | | | | | | | |
| D 3 | Make a word list of new words 新出単語のリストを作る | | | | | | | | | | | | | | | | | | | | | | |
| D 4 | Make flash cards 単語カードを作る | | | | | | | | | | | | | | | | | | | | | | |
| D 5 | Take notes or highlight new words in class メモをとる、又はマーカーを引く | | | | | | | | | | | | | | | | | | | | | | |
| D 6 | Use the vocabulary section in your textbook or handout プリントや教科書の単語の練習部分を使う | | | | | | | | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | |
|--------|---|--|--|--|--|--|--|--|--|--|--|--|
| D 7 | Listen to tape of word lists 単語リストのテープなどを聞く | | | | | | | | | | | |
| D 8 | Put English labels on physical objects 物にラベルを張る。(例: desk と書いたラベルを机に貼る) | | | | | | | | | | | |
| D 9 | Keep a vocabulary notebook 単語ノートをつける | | | | | | | | | | | |
| E 1 | Use English language media(song, movies, newspapers, internet) メディアを利用する(歌、映画、新聞や、インターネット...等) | | | | | | | | | | | |
| E 2 | Test yourself with word tests 単語テストでテストする | | | | | | | | | | | |
| E 3 | Study new words many times 新出単語を何回も勉強する | | | | | | | | | | | |

APPENDIX III: Results by Question

A1 – B5 = Discovery Strategies

B6 – E3 = Consolidation Strategies

| | Frequency of Use | Perceived Usefulness | Difference |
|---|------------------|----------------------|-------------|
| Determination Strategies | | | |
| A1 Check the new word's part of speech | 3.38 | 3.37 | -0.05 |
| A2 Look for any word parts I don't know | 3.31 | 3.06 | -0.27 |
| A3 Check if the word is also a Japanese word | 2.09 | 2.28 | 0.19 |
| A4 Use any pictures or gestures to help me guess | 3.59 | 3.37 | -0.23 |
| A5 Guess from context (the surrounding words) | 3.88 | 3.61 | -0.26 |
| A6 Use a Japanese-English dictionary | 4.19 | 3.87 | -0.30 |
| A7 Use an English-English dictionary | 2.14 | 3.01 | 0.85 |
| AVERAGE | 3.22 | 3.23 | 0.00 |

| | Frequency of Use | Perceived Usefulness | Difference |
|--|------------------|----------------------|------------|
| Social Strategies | | | |
| B1 Ask the teacher for an L1 translation or explanation | 2.19 | 2.68 | 0.49 |
| B2 Ask the teacher for a definition in English or a | 2.20 | 3.09 | 0.89 |

| | | | |
|---|-------------|-------------|-------------|
| synonym | | | |
| B3 Ask the teacher to give you a sentence using the new word | 1.96 | 3.23 | 1.27 |
| B4 Ask a classmate for the meaning | 3.04 | 2.76 | -0.28 |
| B5 Discover the new meaning through group work | 2.33 | 2.93 | 0.60 |
| B6 Study and practice the meaning in a group (| 2.08 | 2.76 | 0.68 |
| B7 Ask the teacher to check your definition | 2.18 | 3.03 | 0.85 |
| B8 Talk with native speakers | 2.44 | 3.90 | 1.46 |
| AVERAGE | 2.30 | 3.05 | 0.75 |

| Memory Strategies | Frequency of Use | Perceived Usefulness | Difference |
|---|-------------------------|-----------------------------|-------------------|
| C1 Use a picture of the word to help remember it | 2.15 | 2.93 | 0.78 |
| C2 Make a mental image of the word's meaning | 3.42 | 3.53 | 0.11 |
| C3 Connect the word to a personal experience | 3.16 | 3.38 | 0.22 |
| C4 Remember the words that follow or precede the new word | 3.01 | 3.34 | 0.31 |
| C5 Connect the word to other words with similar or opposite meanings | 3.02 | 3.59 | 0.57 |
| C6 Remember the words in Scales (ex.always-often-sometimes-never) | 2.72 | 3.24 | 0.52 |
| C7 Group words together to study them | 2.50 | 3.09 | 0.59 |
| C8 Use new words in sentences | 3.34 | 3.42 | 0.08 |
| C9 Use new words to make a story | 1.79 | 2.86 | 1.07 |
| C10 Study the spelling of a word | 3.96 | 3.84 | -0.12 |
| C11 Study the sound of a word | 3.83 | 3.92 | 0.09 |
| C12 Say the new word aloud when studying | 3.74 | 3.91 | 0.17 |
| C13 Make a mental image of the word's form | 3.00 | 3.09 | 0.09 |
| C14 Underline the initial letter of the word | 1.66 | 2.08 | 0.42 |
| C15 Remember the word using its parts (im-,un-, -ful, ex-) | 2.36 | 2.64 | 0.28 |
| C16 Remember the part of speech (verb, noun, adjective) | 3.05 | 3.21 | 0.16 |
| C17 Make your own definition | 1.95 | 2.52 | 0.57 |
| C18 Learn the words of an idiom together | 3.16 | 3.55 | 0.39 |
| C19 Use physical action when learning a new word | 1.77 | 2.43 | 0.66 |
| AVERAGE | 2.82 | 3.19 | 0.37 |

| Cognitive Strategies | Frequency of | Perceived | Difference |
|-----------------------------|---------------------|------------------|-------------------|
|-----------------------------|---------------------|------------------|-------------------|

| | Use | Usefulness | |
|--|-------------|-------------|-------------|
| D1 Repeat the word aloud many times | 2.74 | 3.29 | 0.55 |
| D2 Write the words many times | 3.57 | 3.56 | -0.01 |
| D3 Make a word list of new words | 3.03 | 3.39 | 0.36 |
| D4 Make flash cards | 2.72 | 3.27 | 0.55 |
| D5 Take notes or highlight new words in class | 3.68 | 3.51 | -0.17 |
| D6 Use the vocabulary section in your textbook or handout | 3.00 | 3.22 | 0.22 |
| D7 Listen to tape of word lists | 2.21 | 3.15 | 0.94 |
| D8 Put English labels on physical objects | 1.53 | 2.67 | 1.14 |
| D9 Keep a vocabulary notebook | 2.67 | 3.26 | 0.59 |
| AVERAGE | 2.79 | 3.26 | 0.47 |

| Metacognitive Strategies | Frequency of Use | Perceived Usefulness | Difference |
|---|------------------|----------------------|------------|
| E1 Use English language media (song, movies, newspapers, internet) | 2.97 | 3.55 | 0.58 |
| E2 Test yourself with word tests | 2.69 | 3.38 | 0.69 |
| E3 Study new words many times | 3.14 | 3.57 | 0.43 |
| AVERAGE | 2.93 | 3.50 | 0.57 |
| OVERALL AVERAGE | 2.80 | 3.21 | 0.41 |

APPENDIX IV: Results by Strategy Group

| | DETERMINATION STRATEGIES | | |
|----------------|--------------------------|----------------------|-------------|
| | Frequency of Use | Perceived Usefulness | Difference |
| A1 | 3.38 | 3.37 | -0.05 |
| A2 | 3.31 | 3.06 | -0.27 |
| A3 | 2.09 | 2.28 | 0.19 |
| A4 | 3.59 | 3.37 | -0.23 |
| A5 | 3.88 | 3.61 | -0.26 |
| A6 | 4.19 | 3.87 | -0.30 |
| A7 | 2.14 | 3.01 | 0.85 |
| AVERAGE | 3.22 | 3.23 | 0.00 |

| SOCIAL STRATEGIES | | | |
|--------------------------|-------------------------|-----------------------------|-------------------|
| | Frequency of Use | Perceived Usefulness | Difference |
| B1 | 2.19 | 2.68 | 0.49 |
| B2 | 2.20 | 3.09 | 0.89 |
| B3 | 1.96 | 3.23 | 1.27 |
| B4 | 3.04 | 2.76 | -0.28 |
| B5 | 2.33 | 2.93 | 0.60 |
| B6 | 2.08 | 2.76 | 0.68 |
| B7 | 2.18 | 3.03 | 0.85 |
| B8 | 2.44 | 3.90 | 1.46 |
| AVERAGE | 2.30 | 3.05 | 0.75 |

| MEMORY STRATEGIES | | | |
|--------------------------|-------------------------|-----------------------------|-------------------|
| | Frequency of Use | Perceived Usefulness | Difference |
| C1 | 2.15 | 2.93 | 0.78 |
| C2 | 3.42 | 3.53 | 0.11 |
| C3 | 3.16 | 3.38 | 0.22 |
| C4 | 3.01 | 3.34 | 0.31 |
| C5 | 3.02 | 3.59 | 0.57 |
| C6 | 2.72 | 3.24 | 0.52 |
| C7 | 2.50 | 3.09 | 0.59 |
| C8 | 3.34 | 3.42 | 0.08 |
| C9 | 1.79 | 2.86 | 1.07 |
| C10 | 3.96 | 3.84 | -0.12 |
| C11 | 3.83 | 3.92 | 0.09 |
| C12 | 3.74 | 3.91 | 0.17 |
| C13 | 3.00 | 3.09 | 0.09 |
| C14 | 1.66 | 2.08 | 0.42 |
| C15 | 2.36 | 2.64 | 0.28 |
| C16 | 3.05 | 3.21 | 0.16 |
| C17 | 1.95 | 2.52 | 0.57 |

| | | | |
|----------------|-------------|-------------|-------------|
| C18 | 3.16 | 3.55 | 0.39 |
| C19 | 1.77 | 2.43 | 0.66 |
| AVERAGE | 2.82 | 3.19 | 0.37 |

| COGNITIVE STRATEGIES | | | |
|-----------------------------|-------------------------|-----------------------------|-------------------|
| | Frequency of Use | Perceived Usefulness | Difference |
| D1 | 2.74 | 3.29 | 0.55 |
| D2 | 3.57 | 3.56 | -0.01 |
| D3 | 3.03 | 3.39 | 0.36 |
| D4 | 2.72 | 3.27 | 0.55 |
| D5 | 3.68 | 3.51 | -0.17 |
| D6 | 3.00 | 3.22 | 0.22 |
| D7 | 2.21 | 3.15 | 0.94 |
| D8 | 1.53 | 2.67 | 1.14 |
| D9 | 2.67 | 3.26 | 0.59 |
| AVERAGE | 2.79 | 3.26 | 0.47 |

| METACOGNITIVE STRATEGIES | | | |
|---------------------------------|-------------------------|-----------------------------|-------------------|
| | Frequency of Use | Perceived Usefulness | Difference |
| E1 | 2.97 | 3.55 | 0.58 |
| E2 | 2.69 | 3.38 | 0.69 |
| E3 | 3.14 | 3.57 | 0.43 |
| AVERAGE | 2.93 | 3.50 | 0.57 |
| OVERALL AVERAGE | 2.80 | 3.21 | 0.41 |

APPENDIX V: Results by Subject Group

F = FREQUENCY OF USE

P = PERCEIVED USEFULNESS

D = DIFFERENCE BETWEEN FREQUENCY OF USE AND PERCEIVED USEFULNESS

| DETERMINATION STRATEGIES | | | | | | | | | |
|---------------------------------|-----------------------|----------|----------|---------------------------|----------|----------|---------------|----------|----------|
| | ENGLISH MAJORS | | | NON-ENGLISH MAJORS | | | ADULTS | | |
| | F | P | D | F | P | D | F | P | D |
| A1 | 3.56 | 3.66 | 0.10 | 3.24 | 3.30 | 0.06 | 3.46 | 3.14 | -0.32 |
| A2 | 3.40 | 3.03 | -0.37 | 3.13 | 3.09 | -0.04 | 3.45 | 3.07 | -0.38 |
| A3 | 2.20 | 2.41 | 0.21 | 2.01 | 2.40 | 0.39 | 2.05 | 2.03 | -0.02 |
| A4 | 3.89 | 3.75 | -0.14 | 3.46 | 3.29 | -0.17 | 3.44 | 3.08 | -0.36 |
| A5 | 4.17 | 3.78 | -0.39 | 3.83 | 3.75 | -0.08 | 3.63 | 3.31 | -0.32 |
| A6 | 4.06 | 4.02 | -0.04 | 4.39 | 4.01 | -0.38 | 4.05 | 3.58 | -0.47 |

| | | | | | | | | | |
|----------------|------|------|------|------|------|------|------|------|-------|
| A7 | 2.58 | 3.40 | 0.82 | 1.57 | 2.66 | 1.9 | 2.33 | 2.98 | 0.65 |
| AVERAGE | 3.41 | 3.44 | 0.03 | 3.09 | 3.21 | 0.12 | 3.20 | 3.03 | -0.17 |

| SOCIAL STRATEGIES | | | | | | | | | |
|--------------------------|-----------------------|----------|----------|---------------------------|----------|----------|---------------|----------|----------|
| | ENGLISH MAJORS | | | NON-ENGLISH MAJORS | | | ADULTS | | |
| | F | P | D | F | P | D | F | P | D |
| B1 | 2.17 | 2.57 | 0.40 | 2.14 | 2.57 | 2.57 | 2.27 | 2.90 | 0.63 |
| B2 | 2.20 | 3.09 | 0.89 | 1.70 | 2.62 | 2.62 | 2.70 | 3.56 | 0.86 |
| B3 | 1.97 | 3.38 | 1.41 | 1.38 | 2.82 | 2.82 | 2.52 | 3.48 | 0.96 |
| B4 | 3.06 | 2.70 | -0.36 | 3.28 | 2.90 | 2.90 | 2.77 | 2.68 | 0.09 |
| B5 | 2.54 | 3.22 | 0.68 | 2.17 | 2.77 | 2.77 | 2.28 | 2.79 | 0.51 |
| B6 | 2.16 | 2.77 | 0.61 | 1.95 | 2.68 | 2.68 | 2.13 | 2.83 | 0.7 |
| B7 | 2.13 | 3.01 | 0.88 | 1.76 | 2.67 | 2.67 | 2.65 | 3.41 | 0.81 |
| B8 | 3.03 | 4.33 | 1.30 | 1.80 | 3.55 | 3.55 | 2.49 | 3.83 | 1.34 |
| AVERAGE | 2.41 | 3.13 | 0.72 | 2.02 | 2.82 | 2.82 | 2.47 | 3.18 | 0.71 |

| MEMORY STRATEGIES | | | | | | | | | |
|--------------------------|-----------------------|----------|----------|---------------------------|----------|----------|---------------|----------|----------|
| | ENGLISH MAJORS | | | NON-ENGLISH MAJORS | | | ADULTS | | |
| | F | P | D | F | P | D | F | P | D |
| C1 | 2.26 | 3.02 | 0.76 | 1.97 | 2.93 | 2.93 | 2.22 | 2.84 | 0.62 |
| C2 | 3.69 | 3.76 | 0.07 | 3.36 | 3.34 | 3.34 | 3.21 | 3.48 | 0.27 |
| C3 | 3.50 | 3.75 | 0.25 | 2.76 | 3.00 | 3.00 | 3.23 | 3.40 | 0.17 |
| C4 | 3.38 | 3.62 | 0.24 | 2.58 | 3.09 | 3.09 | 3.08 | 3.32 | 0.24 |
| C5 | 3.29 | 3.87 | 0.58 | 2.87 | 3.65 | 3.65 | 2.89 | 3.25 | 0.36 |
| C6 | 3.02 | 3.51 | 0.49 | 2.56 | 3.26 | 3.26 | 2.56 | 2.95 | 0.39 |
| C7 | 2.77 | 3.20 | 0.43 | 2.52 | 3.15 | 3.15 | 2.21 | 2.92 | 0.71 |
| C8 | 3.49 | 3.57 | 0.08 | 3.27 | 3.38 | 3.38 | 3.25 | 3.32 | 0.07 |
| C9 | 2.10 | 2.89 | 0.79 | 1.40 | 2.73 | 2.73 | 1.87 | 2.97 | 1.1 |
| C10 | 4.23 | 4.12 | -0.11 | 3.99 | 3.81 | 3.81 | 3.65 | 3.58 | -0.07 |
| C11 | 4.04 | 4.15 | 0.11 | 3.73 | 3.97 | 3.97 | 3.72 | 3.64 | -0.08 |
| C12 | 3.91 | 4.14 | 0.23 | 3.61 | 3.92 | 3.92 | 3.69 | 3.66 | -0.03 |
| C13 | 3.32 | 3.49 | 0.17 | 3.10 | 3.08 | 3.08 | 2.60 | 2.71 | 0.11 |
| C14 | 1.76 | 2.08 | 0.32 | 1.59 | 2.09 | 2.09 | 1.64 | 2.08 | 0.44 |
| C15 | 2.62 | 2.87 | 0.25 | 2.16 | 2.48 | 2.48 | 2.29 | 2.58 | 0.29 |

| | | | | | | | | | |
|----------------|------|------|------|------|------|------|------|------|------|
| C16 | 3.47 | 3.53 | 0.06 | 2.72 | 3.03 | 3.03 | 2.97 | 3.08 | 0.11 |
| C17 | 2.10 | 2.76 | 0.66 | 1.96 | 2.34 | 2.34 | 1.77 | 2.47 | 0.7 |
| C18 | 3.42 | 3.68 | 0.26 | 3.04 | 3.67 | 3.67 | 3.03 | 3.32 | 0.29 |
| C19 | 1.78 | 2.19 | 0.41 | 1.64 | 2.46 | 2.46 | 1.89 | 2.64 | 0.75 |
| AVERAGE | 3.06 | 3.38 | 0.32 | 2.67 | 3.12 | 3.12 | 2.72 | 3.06 | 0.34 |

| COGNITIVE STRATEGIES | | | | | | | | | |
|-----------------------------|-----------------------|----------|----------|---------------------------|----------|----------|---------------|----------|----------|
| | ENGLISH MAJORS | | | NON-ENGLISH MAJORS | | | ADULTS | | |
| | F | P | D | F | P | D | F | P | D |
| D1 | 2.63 | 3.32 | 0.69 | 2.80 | 3.28 | 3.28 | 2.79 | 3.29 | 0.5 |
| D2 | 3.55 | 3.64 | 0.09 | 4.01 | 3.66 | 3.66 | 3.14 | 3.37 | 0.23 |
| D3 | 3.19 | 3.67 | 0.48 | 3.32 | 3.49 | 3.49 | 2.57 | 3.00 | 0.43 |
| D4 | 2.90 | 3.42 | 0.52 | 2.99 | 3.21 | 3.21 | 2.26 | 3.17 | 0.91 |
| D5 | 3.73 | 3.66 | -0.07 | 3.65 | 3.49 | 3.49 | 3.67 | 3.37 | 0.3 |
| D6 | 3.10 | 3.27 | 0.17 | 2.94 | 3.14 | 3.14 | 2.95 | 3.23 | 0.28 |
| D7 | 2.11 | 3.19 | 1.08 | 2.16 | 3.14 | 3.14 | 2.35 | 3.12 | 0.77 |
| D8 | 1.76 | 2.83 | 1.07 | 1.31 | 2.37 | 2.37 | 1.52 | 2.82 | 1.3 |
| D9 | 2.97 | 3.61 | 0.64 | 2.55 | 3.07 | 3.07 | 2.50 | 3.09 | 0.59 |
| AVERAGE | 2.88 | 3.40 | 0.52 | 2.86 | 3.21 | 3.21 | 2.64 | 3.16 | 0.52 |

| METACOGNITIVE STRATEGIES | | | | | | | | | |
|---------------------------------|-----------------------|----------|----------|---------------------------|----------|----------|---------------|----------|----------|
| | ENGLISH MAJORS | | | NON-ENGLISH MAJORS | | | ADULTS | | |
| | F | P | D | F | P | D | F | P | D |
| E1 | 3.64 | 3.96 | 0.32 | 2.14 | 3.02 | 0.88 | 3.64 | 3.66 | 0.54 |
| E2 | 3.12 | 3.69 | 0.57 | 3.07 | 3.44 | 0.37 | 3.12 | 3.01 | 1.14 |
| E3 | 3.27 | 3.64 | 0.37 | 3.37 | 3.58 | 0.21 | 3.27 | 3.48 | 0.7 |
| AVERAGE | 3.34 | 3.77 | 0.43 | 2.86 | 3.35 | 0.49 | 3.34 | 3.38 | 0.79 |
| TOTAL AVERAGE | 2.99 | 3.38 | 0.39 | 2.68 | 3.12 | 0.44 | 2.73 | 3.12 | 0.39 |

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